

Blended e-Learning:

The Right Mix for Saving Training Time and Costs

Presented by:
Cindy Richmond & Jenny Yee Greber

"Your imagination is your preview to life's coming attractions."
-- Albert Einstein

cLearning Solutions **WAVE FOUNDATION**
IN SUPPORT OF **NEWPORT MIDDLE SCHOOL**
A COMMITMENT OF FUN

- **Jenny = Red - Cindy = Blue**
- **Welcome to our workshop - read title.**
- **I'm Jenny Greber and I'm Cindy Richmond.**
- **Purpose: Explore the many benefits for taking traditional training of volunteers and staff into the exciting technological world of the 21st Century - the Internet.**
- **Goal: Not to replace training with E-learning; but to take current training materials and blend the delivery of needed information into a mix of online and face to face elements.**
- **Commonly known as blended learning and it helps enhance the learner's experience and overall retention of facts and concepts.**
- **The information you are receiving today could be explained in at least a 1/2 day lecture.**
- **We want to be as interactive as possible. Might lightly touch on items depending on time. Everything is in handout.**



Agenda:

- **Purpose of the workshop**
- **Introduction to blended learning**
- **Instructionally designed case study**
- **Top benefits of blended learning**
- **Implementation plan**

- **1 - who we are**
- **Why we are here**
- **And what's in this workshop for you.**
- **We'll describe a case study of how we have applied blending learning at the Newport Aquarium**
- **We'll discuss the components of a sound, instructional design method for creating and delivering blended learning solutions.**
- **Once you see how blended learning works, we'll talk a little about the benefits of using this approach**
- **Finally, we'll give you a basic plan for implementing blended learning in your organization.**
- **We are happy you're here and we hope that you will find the next 2 hours, helpful, and fun.**



Agenda: Who are we?

- Purpose of the workshop
- Introduction to blended learning
- Instructionally designed case study
- Top benefits of blended learning
- Implementation plan

So let's begin

- We have framed our workshop into common questions we feel you might be asking.
- The first one might be to learn a little more about each other. - who we are.

Jenny Yee Greber



- **Manager of Volunteers, Newport Aquarium, Kentucky**
 - Certified Volunteer Administrator (CVA)
 - Certified Manager of Volunteers through the Union Institute
 - 7 year administrator
 - Over 300 volunteers
 - 26 years of volunteer service

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- ***Introduce myself*** - I am Jenny Greber, Manager of Volunteer Services at the Newport Aquarium in Newport, Kentucky.
- **Born & raised in Cincinnati – volunteer all my life**
- **Privilege to create the Volunteer Program at the Newport Aquarium from scratch in 1999**
- **Over 300 volunteers**

Cindy Richmond



- **eLearning Specialist
cLearning Solutions, Ohio**
 - **18 years CBT and WBT design**
 - **GEAE**
 - **Newport Aquarium**
 - **Montgomery Parks, Maryland**
 - **4-H Western Regional**
- **Newport Aquarium
Volunteer**
 - **7 years educator, volunteer
trainer and husbandry
assistant**

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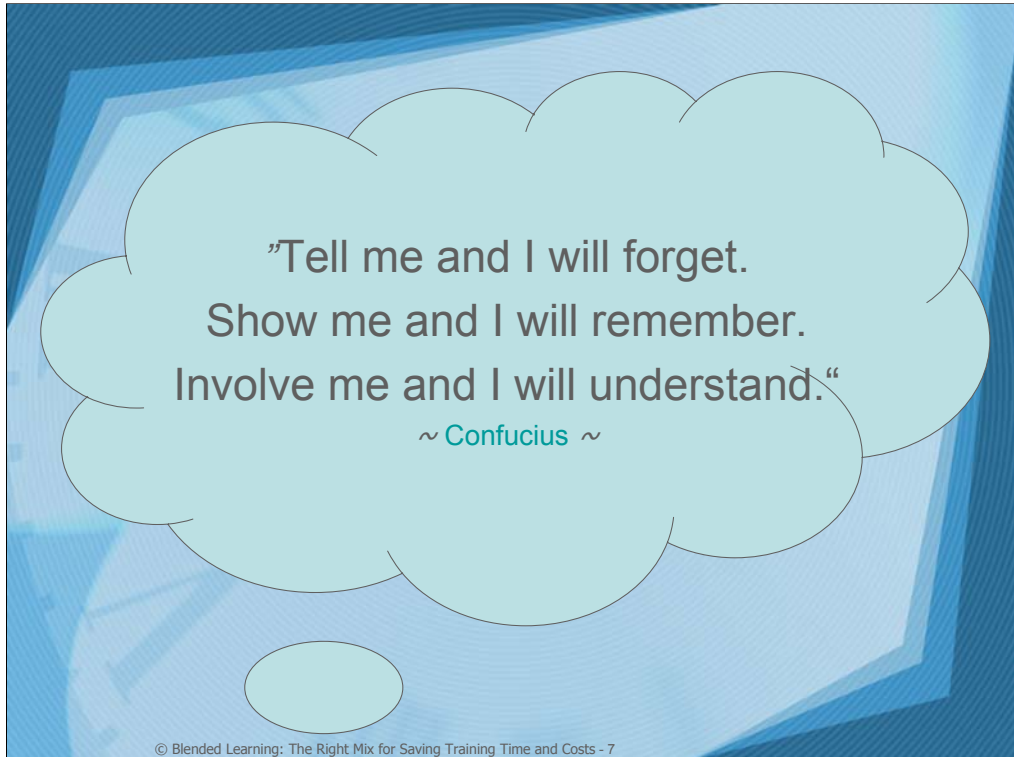
- I'm Cindy Richmond - an independent contractor specializing in the design and development of E-learning solutions.
- My primary clients in the last 6 years have been GE Aircraft Engines and Avaya Communications.
- Prior to being an independent contractor, I worked for ten years with a local company where I designed and developed Computer-based Training (before Internet Technology) and then E-learning
- I've been a volunteer at the NA since its beginning 6 years ago, as an educator and trainer of volunteers.
- I designed and developed the blended learning for the Newport Aquarium
- I also work with the 50+ Lories and Lorikeets housed in the Rainforest exhibit at the aquarium.



Agenda: Why are we here

- **Purpose of the workshop**
- **Introduction to blended learning**
- **Instructionally designed case study**
- **Top benefits of blended learning**
- **Implementation plan**

- **So why are we here?**
- **Simply to learn an efficient and effective way to deliver training that will help reduce your training time and costs.**
- **Sounds good – we all want to reduce our training time and costs, but you might ask...how will that affect my learners and what they need to know?**



- **Let me begin to answer that with what I find to be a very applicable quote for our times from a very ancient source.**
- **Read quote.**
- **What we are focusing on today is the importance of that last sentence.**
- **The mission with a blended learning approach is to not only tell and show the learner, but to involve the learner in both the online and follow up classroom phases in order to efficiently and effectively reach their level of achievement, which is helping and educating people.**

Efficient, Effective Training Delivery

- What you can do:**
- Capitalize on volunteer enthusiasm
 - Provide flexible, on-going information
 - What they need when they need it
 - Save time, money, and your sanity



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- Time and cost issues can affect our ability to delivery adequate training to our volunteers.
- Today you will learn about “angles” that will mark real advancements in the effectiveness of our training.
- You can capture that initial enthusiasm of your volunteers by providing
 - Flexible
 - ongoing information to them
 - when and where they need it.
- By using an effective methodology for delivering training you will save time, money and most important your sanity. I am here to testify that it really works.

Efficient, Effective Training Delivery

- How you can do it:
- Create blended learning solutions
 - Apply instructional design elements
 - Manage an implementation plan



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- **We are going to show you how you can...**
- ***Read slide***
- **But before we do that, it's important to fully understand how just how our traditional ways of training are affecting our effectiveness – and our budgets!**



Agenda: What was the old way?

- Purpose of the workshop
- **Introduction to blended learning**
- Instructionally designed case study
- Top benefits of blended learning
- Implementation plan

- *Read slide*
- I'd like to first describe how I use to trained my volunteers and staff and what lead us to a blended learning approach.

Buckets of Information

Training for different learning styles:



- **Visual**
 - Gallery Guide Manual
- **Auditory**
 - Lectures
- **Tactile/Kinesthetic**
 - Hands on at the exhibits

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- **When a volunteer signed up – I use to spend 4 two hour sessions training them on 3 different dates before they could work on the floor.**
- **We have 60 exhibits - TON of information to share**
- **I wanted to focus the training on the different ways people learn, so I designed it for specific learning styles:**
 - **Visual - Reading on own (Gallery Guide) Show Gallery Guide**
 - **Auditory - Listening to classroom lectures**
 - **Tactile/Kinesthetic - On the job training and learning by example**
- **At the end, short quizzes (word find, true and false, fill in the blank, and multiple choice.)**

Time, Cost, and Overload

My training issues:



- Gathering & distributing materials
- Scheduling & conducting classes
- Tracking completion & follow-up reviews
- Avoiding information overload

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To meet all those needs required a great deal of time and cost with these tasks: Training 4+ hours each week really took away from all the other work that I was expected to do in 40+ hours. In order to make a 'dent' in my work – I would sometimes work 13 hour days.

Scheduling classes was also difficult and time consuming because some volunteers couldn't come down for scheduled classes due to other commitments

Overwhelming amount of information:

- But I also found that even with all my efforts, giving so much information at one time was sometimes overwhelming to the volunteer, not to mention they had to make three trips into the aquarium before they could begin their volunteer work.
- Paid staff need to do whatever they can to keep their jobs.
- But some unpaid volunteers will let go of a commitment to learning if it interferes too much with their other commitments. I needed a way to get the information to my unpaid volunteers without losing them to overload issues.

The Hidden Costs of Training

What are your factors?



- Time factors
 - Frequency
 - Preparation
- Cost factors
 - Staffing
 - Training materials

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Now I know that you probably have the same types of issues – and I’m confident that you will see the benefits of blended learning at the end of this workshop.

But I also know you probably need to convince the “budget police” about an initial investment in moving to technology – because technology isn’t cheap. So we just want to spend a little time really thinking about that budget.

As I just mentioned, all my training challenges and concerns added up to a great deal of day-to-day time and costs – what we call the “hidden costs of training.”

Training budgets are like icebergs – there is far more cost with traditional training than shows above the water. You have your direct cost of training which is your visible budget, and then you have all the hidden factors that need to be taken into consideration – the big ones being staff time and expenses.

So before we show you what we perceive as the “hidden costs of traditional training,” we’d like you to break up in groups and share with each other what it really takes to train your volunteers and staff on a regular basis. We’ll take about minutes for you to jot down some thoughts.

As you discuss, think in terms of how often you train, what it takes to prepare, what it costs for staffing and materials – get to the details.

Top Reasons Why Traditional Training is Time Consuming



- Creating materials
- Scheduling classes
- Hiring/training trainers
- Conducting training
- Ensuring effectiveness

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- Here's what we see as the cogs in our wheels of being efficient and effective administrators.
- Organizing the training (including contacting volunteer, scheduling, preparing training materials, distributing training materials, etc.)
- Teaching in a classroom setting, including planning time and delivery time, and the time lost using the volunteer on-the-job. Add to this, the time the volunteer must spend making extra time for training.
- Ensuring information presented in a short period of time is retained & of course delivered accurately to guests.
- Do you have more we can add?
- *If people participate, add to flipchart.*

Top Reasons Why Traditional Training is Cost Consuming



- Maintaining materials
- Expending staff
- Furnishing space
- Avoiding turnover

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Cost consuming issues can include:

- Printing and maintaining manuals and training materials, reprinting. Distributing & distributing again when there are changes.
- Delivering the training (takes time)
- Subsidizing, retaining, and replacing training staff and covering “off-the-job” while the volunteer is trained
- Providing space for the training and costs associated with keeping the building open after hours
- And, as with time issues, ensuring that the information presented is retained and delivered accurately to guests is a main factor. Inaccurate information reflects poorly on the organization and/or can cause you to lose volunteers who are overwhelmed with the amount of information.
- Can you think of any more we can add?
- *If people participate, add to flipchart.*
- So we know there are quite a few of those hidden cost issues and we “slam into” that training budget iceberg on a regular basis.
- But luckily, I had a “lifesaver” thrown to me in the form of blended learning, and I had a volunteer that literally “steered my courses!”



Agenda: What is the new way ?

- Purpose of the workshop
- **Introduction to blended learning**
- **Instructionally designed case study**
- **Top benefits of blended learning**
- **Implementation plan**

- **So I'm going to turn over the workshop to Cindy and she's going to show you the new way of training that will help us offset those costs long-term and provide quality, consistent training to our volunteers and staff.**
- First of all, I want to say that I was lucky enough to have someone like Jenny "get it!." You see I was helping her with the old way of training and after throwing fish facts at people for 2 hours – their eyes would glaze over. So I suggested the blended approach and she let me run with it.
- Now – I'm going to be talking a little about blended learning than showing you what it looks like. You might have questions as I'm going along and I welcome them.
- But I have found that many times the audience is ahead of me and I eventually answer them as I'm explaining the process.
- So if you could hold your questions, I will periodically take a break from talking and ask if you have any questions.

Innovative Learning Solutions

Key to learning success:



- **Make it accessible**
 - Convenient
 - “Just-in-time”
- **Make it inclusive**
 - Visual
 - Auditory
 - Tactile/ Kinesthetic
- **Make it fun**
 - Interactive
 - Personalized
 - Concise

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- Our goal with blended learning is to deliver the right information to the right people, make it accessible, convenient, and delivered at the key moment .
- The learning must also appeal to a diverse range of learning styles including those who like to read and see, those who like to listen and speak, and those who like to do something.
- The best way to appeal to these styles is to make the learning fun by making it an interactive, personal experience that holds the learner’s attention without overwhelming them with information.

Innovative Training Solutions

A blended learning approach:



- **Combined aspects of online and face-to-face instruction**
- **Typically, classroom-based training with self-paced E-learning**
 - **Time**
 - **Learning Styles**
 - **Consistency**
 - **Connections**

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- Read slide
- Blending learning with an E-learning element takes into consideration learner's time (because it is precious) and their individual learning styles.
- It provides a consistent, familiar environment that helps them make the connections that will get them up and running with educating our guests more quickly.

Innovative Training Solutions

A blended learning study:



*“In 2002, Harvard Business School faculty DeLacey and Leonard reported that students not only **learned more** when online sessions were added to traditional courses, but **student interaction and satisfaction improved** as well.”*

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- Just to support what I’m saying, here are some findings from a study on blended learning strategies.

Paint a Blended Solution

The right mix = 2 to 3:



- Classroom-based Training
- Web-based E-learning
- CD-ROM Courseware
- Conference Calls
- Webinars
- Software/Online Simulations
- Lab-based Simulations
- Job Aids
- Web Pages
- Web Sites
- Mentors
- Chat-Discussion Community Services
- Video (VCR or Online)
- EPSS

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- But keep in mind that E-learning is not your only option. There is a place for E-learning, but it is not appropriate for every circumstance.
- You must “paint” a blended learning solution that will include the right mix for your learners.
- These are some common options. The right mix is to blend 2 to 3 of them.

Don't do this now.

- Webinar - Short for **Web-based seminar**, a presentation, lecture, workshop or seminar that is transmitted over the Web.
- Simulations - These are on-screen representations of objects and software that allow significant interaction, mimicking many of the characteristics of the real-life counterpart. Example is animated steps for completing a Word task
- Job aids or a specific set of directions for completing a task - checklist, worksheets
- Chat - discussion groups, instant messaging, email
- EPSS - on demand assistance to support tasks - like job aids only with more support elements including tutorials, hyperlinks, expert wizards, etc. like Word extensive help.

Paint a Blended Solution

Our mix:



- **Classroom-based Training**
- **Web-based E-learning**
 - CD-ROM Courseware
 - Conference Calls
 - Webinars
 - Software/Online Simulations
 - Lab-based Simulations
 - Job Aids
- **Web Pages**
 - Web Sites
 - Mentors
 - Chat-Discussion Community Services
 - Video (VCR or Online)
 - EPSS

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We decided on these three...

Let's look at them a little closer...

Blended Learning Quick Tour

Volunteer Web Page

- E-learning access
- General information



E-learning Courses

- Self-paced
- Home environment



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- Web page - We provided a means for the volunteer to easily access the E-learning information through a password protected volunteer page on the Official Newport Aquarium Web Site. A good way to provide ongoing news and information about the aquarium such as a bulletin board for information and events, and places for questions, comments and suggestions
- E-learning Courses - Jenny had an excellent basis for the content already developed and was using it for her lecture sessions. It contained the essential knowledge new volunteer needed:

Procedures

Exhibit Facts

Animal Fact

Quizzes

- With a little “massaging” I was able to fairly easily turn that content into our first E-learning course, the basic information required for volunteer to begin working in the exhibits that needed daily coverage.
- I'd like to spend just a few minutes to take you on a virtual tour of the training and point out some of it's features.

- Main menu – new learner and returning learner – brochure map - familiarity with layout of aquarium for BET and AE
 - Prompts and easy navigation
 - Interaction
 - Fun
- Treasures - different from the rest of the exhibits in the aquarium - “immersion exhibit” with non-traditional aquarium animals.
- Goal of the exhibit is to make guests feel that they are in an actual rainforest, and to help them understand the current dangers to the animals and their environment, and what guests can do to help conservation efforts.
- Used a theme-based design for the E-learning, with actual graphics that were developed from signage in the exhibit to give learners a familiarity with the environment.

Blended Learning Quick Tour

In-house Training Reinforcement Reviews

- Face-to-face
- Aquarium environment



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- Required volunteers to take the on-line course to give them a familiarity with the animals, their exhibits, and procedural expectations.
- Then reinforced the E-Learning with actual time in the exhibits so they could begin to make connections between what they learned and what they will do.
- Because they were already informed by the E-learning, we could spend less time on facts and more time on helping them make connections in context of their actual environment.
- The sessions took much less time, were less overwhelming for learners, and was a much more productive use of energies for all.

Time and Money Spent Wisely

Our blended learning:



- **No paper**
- **Timely delivery**
- **Quick updates**
- **Instant feedback**
- **Committed volunteers**

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- Jenny talked about how the old way of training cost too much time and too much money to deliver. It was draining productivity and effectiveness.
- What we have found is that our blended learning approach has become time and money spent wisely. Not only did we save material and staffing costs and time spent training. We also could update our materials quickly – just make the change in the file and upload it to the server. And we could give the volunteers a personal avenue for asking questions and letting us know what works for them.
- Another bonus is that we can quickly determine our committed volunteers. If they spend the time taking the online training, they will have a good sense of whether this is the right fit for them. If they don't spend the time taking the training, then we don't spend time training people who find out this is not what they really want to do.
- That's the big picture of our approach. But all good approaches must have a good process in place, and I hope you might be wondering about that.
- So our next question is...



Agenda: So, how did you do it?

- Purpose of the workshop
- Introduction to blended learning
- **Instructionally designed case study**
- Top benefits of blended learning
- Implementation plan

- Questions?
- I'd like to tell you how we developed our blended learning approach using an effective instructional design process.
- Instructional design is simply a sequential approach to planning and producing effective instructional materials.
- E-learning in itself is the blending of technology and education
- Good sound instructional design helps to bridge concepts between those two worlds.
- So this is what we did...

ADDIE Instructional Design Approach

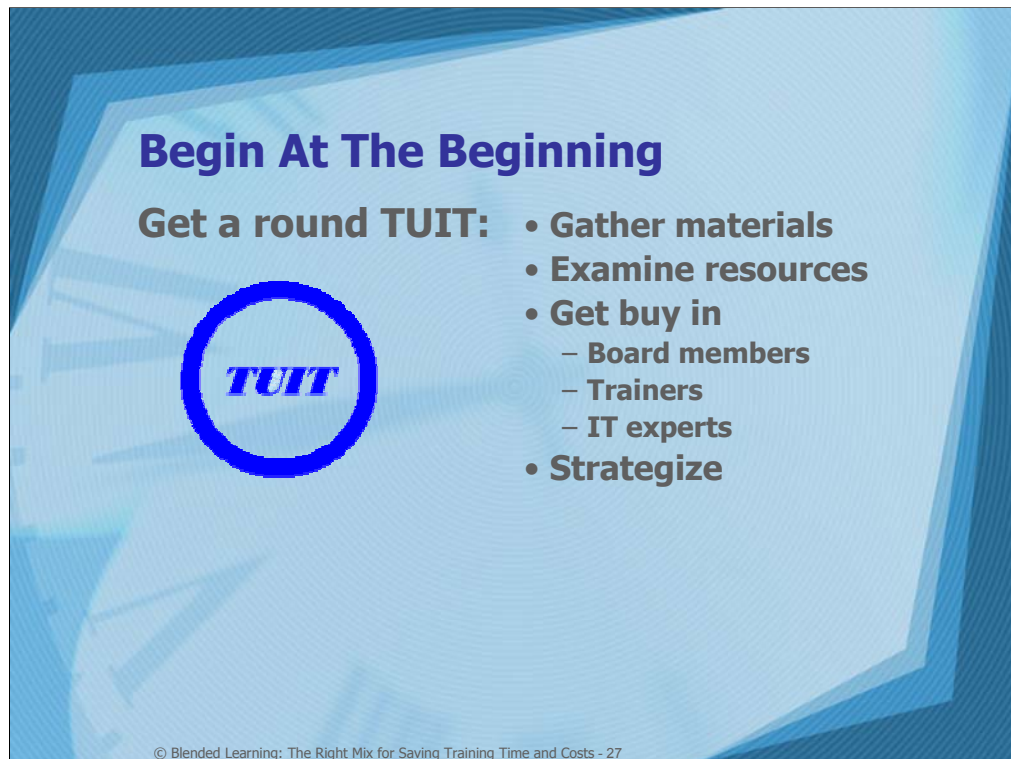
5 ADDIE Phases:



- **Analysis**
 - Determine the needs
- **Design**
 - Plan the objectives/interface
- **Development**
 - Create the E-learning
- **Implementation**
 - Deliver and test
- **Evaluation**
 - Examine the effectiveness

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- Used an ADDIE approach. ADDIE is possibly the best design model and the one most frequently applied in academic circles. Basically it involves these 5 phases of design...*read 5* - thus the acronym.
- Analysis helps develop a clear understanding of the intended audience, their existing knowledge and skills, and any constraints they might have.
- The design phase documents specific learning objectives and content and defines the overall look and feel of the online environment, known as the interface.
- The actual creation of learning materials is completed in the development phase.
- During implementation, these materials are delivered and tested.
- After delivery, the effectiveness of the training materials is evaluated.
- We have some ADDIE bags to give you to help you make some visual connections with the process. *Pass out bags - don't take out anything yet.*



- Will everyone hold up their round TUIT. Before you begin any process you have to get around to it. So now you can say you've gotten around to it.
- First, then are some upfront tasks before you apply the process. These are just a few suggestions...
- Look at what you already have - can it be easily converted?
- What kind of resources do you have - do you have an IT Information Technology volunteer that can help with the technology involved?
- Do you have instructional designers that understand the techniques for converting traditional training to E-learning. If not, can you easily find someone with this experience?
- And most importantly, can you obtain buy in from your main stakeholders? Without their cooperation, you will be paddling in an uphill stream. So before taking the plunge, consider an implementation strategy that addresses the needs of your organization. We'll offer some suggestions in the last section of this workshop. But now let's look at the ADDIE model and how we applied it to our blended learning.

Analysis: Determine the Needs

Beware of top 5 No Knows:



- I know my audience
- I know what my audience needs to learn
- I know my budget
- I know my delivery options
- I know the constraints

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- Will everyone please hold up their No Know sticker?
- We've chosen this visual to help you keep in mind that instructional design begins with the learner and the learner experience. And these are the main assumptions people tend to make about their audience and their needs.
- You must really examine your target audience, define their environment, and identify the known restrictions before you start planning your E-learning.
- Doing so will enhance the usability and help avoid technical issues in advance. And it will also help save time in the Design phase.
- I've spent a lot of time with ID, but it is such a vast field that I'd like to get your input here. Are there any No Knows you would add to this list? *Write them on flipchart.*
- Great! Thanks so much for sharing. Now since we mostly deal with adult learners, let's take just a minute to look at some of their common needs.

Analysis: Determine the Needs

Recognize that adult learners...



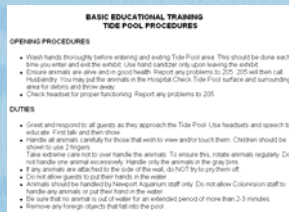
- Face unique challenges
- Desire a personalized learning experience
- Require easy access
- Want to know someone cares

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- Adult learners:
- Face unique challenges with their jobs and family obligations and can become quite stretched. In many cases volunteer time is the only time they give themselves and it is precious to them.
- They also want to have a personal learning experience, which is why it is so important to look at the ways to blend the learning to help ensure they learn in effective environments.
- They require easy access to the learning so they're not wasting any unnecessary time getting it.
- And they want to know that someone cares - which you can apply to E-learning by using techniques that are designed to draw the learner into the learning environment. For example, a conversational tone and positive feedback for interactions.

Analysis: Determine the Needs

What we determined:



- **Adult learner audience**
- **Suitable existing courses**
- **Volunteer expertise**
- **Flexible access**

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So here's what we determined from our analysis.

- We have mostly adult learners
- We had established courses that could fairly easily be converted to online learning with some minor “tweaking” and enhancements
- We had a volunteer (me) to develop it
- We had a plan for providing flexible access – which I’ll discuss in a few minutes

The main point here is to ensure you don’t make assumptions about the learning or what an effort like this might take.

Ask volunteer, IT, and anyone else who may be involved in the learning for feedback on what they will need.

Design: Plan Objectives/Interface

KISS - Keep it short and simple:



- **Write objectives**
 - Learning goals
 - Actions/outcomes
- **Outline lessons and topics**
- **Determine look and feel**
- **Design for ease of use**
 - Menus
 - Site Maps
 - Navigation
- **Experience it**

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Now let's look at the second ADDIE phase. Will everyone please hold up their Hershey's Kiss - though tempting, please don't eat it - remember it's a visual reminder.

The key rule in this phase is to keep it short and simple, thus the KISS acronym. Sometimes this is referred to as Keep It Simple Stupid but I think short and simple is more to the point and kinder. So here are some of the points to remember...

Write sound instructional objectives based on your learning goals. A good format: "Upon completion of this lesson, the learner will be able to..." Then write the actions/outcomes. Ensure that everything you put together in the development phase ties back to these objectives.

Outline the lessons and topics based on the instructional objectives.

Select an overall online look and feel that is familiar to your audience. This is known as the online interface and it contains navigation and the area for content.

Design the content so it is easy to find within the interface. Menus, Site Maps, & Navigation Help are useful.

Experience some E-learning yourself to help you determine what you like and don't like. And assume your audience knows as much about computers as your grandmother. The more short, simple and easy - the better. Would anyone like to share any additional tips?

Design: Plan Objectives/Interface

What we did:



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- **Segmented content**
 - 20-30 minutes
- **Designed familiar, easy interface:**
 - Color coded brochure map
 - Thematic look and feel

So here's what we did in the Design phase.

- Much of the design was already implemented with the classroom content. Objectives and lessons and topics had already been determined.
- I segmented the existing content for online delivery so learner can easily get to the information they need when they need it in easily digestible lessons and topics.
 - If you're starting with new content, develop it first in a word processing application such as Microsoft Word.
 - Get the content as clean as possible before going to development. It takes much less money and time to adjust content in Word than to adjust online content. Try to get it to 98% of where you want it to be in Word, with a goal to just tweak it once it's online.
- Use the brochure map to get new volunteer acquainted with the exhibits and how you get around the aquarium. *Go into the actual BET and show them the main menu and pop into the sub menus.* The interface is simple with directions built in to help make it intuitive.
- Used more traditional web site approach for the Treasures training because some information is not exhibit-based, such as facts about Indonesia and the rainforests in general.

Development: Create the E-learning

A picture's worth a thousand words:



- **"Snapshot" information**
 - Variety of forms
 - Promote memory
- **Obtain development media**
- **Develop prototype**
- **Include visuals**
- **Focus on learner**
 - Diverse styles
 - Logical and manageable
 - Relevant, interactive, fun
 - Ownership

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- OK - getting back to our bags - please pull out your photo postcard.
- One thing to remember in the development phase is that a picture is worth a thousand words. Build your E-learning in "snapshots" of information that takes on a variety of forms. When you take a picture with a camera, you want to capture a memory. When you develop an E-learning page, you want to capture your learner's attention in order to promote memory.
- Decide the development media to use. I prefer the Macromedia suite of tools because they cover all areas of multi-media from simple web development to animation, sound, and even movies.
- Develop a small, simple course called the prototype. Make it fully functional, then take it through the implementation and evaluation phase. Get it to where it's the best it can be. Then use the successful prototype to gain approval for the rest of the courses and beyond. Of all, you can make the prototype a template that you can reuse for future courses. Just repopulate it with new graphics and content - the functionality will already be in place and in good working order.

Focus on the learner and appeal to diverse learning styles.

Offer a combination of activities

Present information so that it's logical and manageable

Make it relevant, interactive, and easy to act on

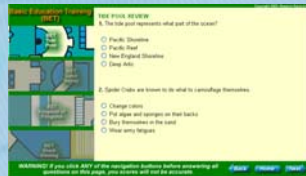
Allow users to have fun

Record completion and provide a feedback forum that helps promote ownership

Development: Create the E-learning

What we did:

- Developed fully functional course
- Provided visual stimulators
- Included evaluative interaction
- Provided feedback forum



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- Here are some of the techniques we used when designing the E-learning.
 - Developed fully functional prototype course
 - Provided pictures and visual indicators
 - Included evaluative interaction
 - Provided feedback forum, which I'll talk about in the Evaluation phase.

Implementation: Deliver and Test

It's not fixed until you break it:



- **Publish the course**
- **Create access safeguards**
- **Test functionality**
 - Observation
- **Determine alternative plan**
 - Operating systems
 - Browsers

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- Moving along to the Implementation phase, here is where you deliver the materials. Please take your balloons out of your bags - This is to remind you to test, test, test – your goal is to try to blow it up.
- If you are working with an IT group, you need to send the files to them and let them install them on the server and set up the access safeguards – password protection, etc.
- Then you need to test the functionality.
 - Here is why it's important to begin with a small prototype. You don't want to rush through and develop the entire E-learning, then find you need to change a button, or a menu, or especially a functionality problem in all the courses. That will really add to your costs.
- Remember that there are a lot of variables with different machines, different browsers, & different operating systems. Its almost impossible to know every variable so you should have an alternative plan for delivering the training.

Implementation: Deliver and Test

What we did:

- Obtained IT assistance for publishing
- Conducted testing
 - Detailed testing sheet
- Defined browser requirements in program
- Provided for alternative use in-house



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- Here's what I did to address those issues.
 - Delivered to IT and obtained help with publishing to site
 - Tested functionality on target environments – talk about the testing sheet and show it to them – volunteer involvement
 - Included system and browser requirements
 - Made course available on the computer for volunteer use
-
- *Read the slide and go to the index page*

Evaluation: Examine Effectiveness

Feed the environment and watch it grow:



- **Gather feedback**
- **Evaluate and improve**
 - Iterative design
 - Learner satisfaction
- **Reuse, enhance, expand**
 - ROI

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- Finally, for the Evaluation phase, please pull your seed packets out of your bag. They are to remind you that you need to feed and nurture this new environment and let it grow.
- You must be iterative, meaning repetitive with the design.
- Collect as much feedback as you can, listen to it and take it seriously. Be willing to revise and then revise again. Apply the entire ADDIE process again if you need to.
- Remember that everything begins and ends with the learner's experience
- Success hinges on providing them what they need and making improvements where necessary.
- When you have a successful learning application in place, then you can use it again and again, the template for ongoing additions and expansions to the learning and that's where you'll save a ton of money and where you can really measure your return-on-investment.

Evaluation: Examine Effectiveness

What we did:

- Included certificate

- Feedback
- Ownership



- Evaluated and adjusted
- Used prototype as template
 - Rapid development
- Adapted for public use
 - Schools and guests

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- So here's what we did to help ensure the effectiveness of the learning.
- Included email completion verification, printable certificate of completion, and comments page
- Made adjustments to the course based on feedback
- Used functionality to create theme-based site and other subsequent courses – developed in half the time
- Adjusted the courses for the public web site
 - Schools and guests
- *Read slide*
- If asked - it took approximately 75 hours to develop 3 subsequent AET's at approx. 40 pages.
- 40 hours for treasures - 60 pages - 4 hours to tweak for guests

Rapid Development

Flash templates:



- Quicker loading of pages
- Fewer browser issues
- Highly interactive
 - Illustration and photos
- Rapid development
 - Interchangeable components
- Personalized
- Data-based information

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- Once I had the Newport Aquarium's e-Learning developed, I was able to convert that template into a Flash template, which I am currently using for Montgomery Parks, Maryland Volunteer Training.
- Using Flash, the learning loads quicker, has no browser issues, and is a highly interactive development tool.
- My partners and I have developed a library of “interchangeable” interactive components that further enhance rapid development. I'd like to take just a minute to show you some of these components.
- With the template and components, I have the basic functionality needed for an e-Learning course. I just have to populate the content with the custom content and graphics.
- *Tell them about the e-Learning Activities Handout*

Sound Instructional Design

- A simple decision:**
- Reduced design costs
 - Consistent look and feel
 - Transparency
 - Quality control
 - Standardization



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- That gives you some basics about the ADDIE design and how we applied it.
- Remember that many concerns of online learning - learner resistance or poor performance - can be addressed with a thorough design process.
- The resulting benefits are reduced design costs, consistent look and feel, transparency of the learning process - tracking, quality control, and standardization.
- This should make your investment in it a simple and sound decision for success.
- But at this point you might be ready to ask another question...



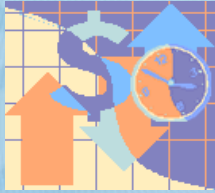
Agenda: What is the bottom line?

- Purpose of the workshop
- Introduction to blended learning
- Instructionally designed case study
- **Top benefits of blended learning**
- **Implementation plan**

- Questions?
- What's the bottom line here. I'll turn that over to Jenny to address.
- **We've done a great deal of talking about blended learning and we've looked at why it can be successful.**
- **So we thought it might be helpful at this point to give you some statistics that support what we have learned about the benefits of blended learning.**

Advantages of Blended Learning

Top 10 Overall Benefits:



1. Cost savings
2. Anytime
3. Anywhere
4. Scalable
5. Tracks users
6. Self-paced
7. Participative
8. Consistency
9. Multimedia delivery
10. Self-assessment

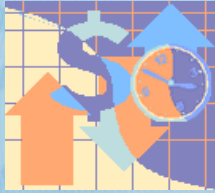
Source: Epic Group PLC

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Just point out the two 3

Advantages of Blended Learning

Top 10 Cost Benefits:



1. Trainer accommodation
2. Trainer travel
3. Trainer subsistence
4. Learner accommodation
5. Learner travel & subsistence
6. Classrooms
7. Equipment
8. Off-the-job time
9. Print costs
10. All of the above repeat costs

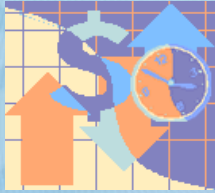
Source: Epic Group PLC

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Point out equipment, off the job time, print cost.

Advantages of Blended Learning

The bottom line: • Increases knowledge retention by 25%



- Improves scope of learning by 5 times
- Decreases cost of delivery by 1/3%
- Reduces time of effort by 50-60%
- Enhances audience reach:
 - Scale, speed, and specialization

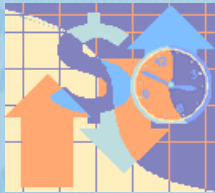
*Sources: Horton, W., (2000) Designing Web Based Training
Bersin & Associates*

Read this whole thing.

Advantages of Blended Learning

What NA saved:

- Time savings



- Approx. 28+ hours per month preparation, delivery, & follow-up
- Money savings
 - Approx. \$800+ per month development, delivery, & distribution
 - Alternate staffing
 - Ongoing ROI
 - Approximately 1-2 years upon initial investment

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Time savings

- Approximately 28 hours a month in preparing materials, scheduling classes, delivering the training, and follow-up reviews
- Abundant ongoing training development, delivery, and distribution costs savings. Not to mention being able to use staff who would be tied up training for other productive functions.
- This is the approximate return on Investment we have realized based on the number of volunteers we have. However, keep in mind that the time it takes to realize it will be minimized by the amount of volunteers you are serving.
- Also once Return on Investment (ROI) is realized, you will have ongoing, updatable learning with all those benefits of consistency, scalability, and quality that is difficult to measure within the constraints of time and costs.
- The Newport Aquarium has now trained over 1,200 volunteers and staff with their blended learning approach.
- So my question to you is – can you afford not to do it?

Don't read this – it's my notes.

- How I got the statistics:
- -average 33 trainees a month x \$10 for material prep = 330
- -28 hours saved in staff training x 10 (per hour) = 280

Advantages of Blended Learning

Satisfied/informed volunteers: PRICELESS!

“Excellent course !! It is a great interactive experience, with nice graphics and great information. Thanks !!”

- Linda Macy

“I liked how it was setup. It was easy to use and to understand.” - Chelsea Piper

“This stuff is so fascinating, I just learned so much and I Love it!!!” - Don Hunter

“Well-designed exercise. Certainly raised my level of awareness of environmental issues facing Indonesia.”

- George R. Hood

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- **But the true advantage is realized with the satisfied and informed volunteers as they testify here...**
- **I cannot tell you how often I hear how convenient E-learning has been for the volunteers. So many of them thank us for this option!**
- **They can revisit it for refresher review when they need too, they can sit back when they are ready to learn and don't have to make the drive. I have volunteers who live over an hour away, some 2 ½ hours away.**
- **This training also allows the volunteer person to learn at his/her own speed. They have the option to take their time and not worry about setting anyone back or causing the trainer to stay too long!**

Advantages of Blended Learning

Satisfied/informed volunteers: PRICELESS!

"...The web training was an excellent way of obtaining important information." - *Cyndy Jenkins*

"This course was fun to take and interesting just like the exhibit." - *Garrett P. Wegmeyer*

"This is an informative and easy way to review the new exhibits' information to share helpful and interesting facts with the guests." - *Megan Hathaway*

"AWESOME WEBSITE AND OPPORTUNITY! THIS IS GREAT!" - *Valerie Hilcker*

Advantages of Blended Learning

Satisfied/informed volunteers: PRICELESS!

“I found this tutorial very helpful and interesting. The design format was very user friendly and informative. Most of all I have to thank you for initiating this program for it allows me to access training while at home. Otherwise, because of my schedule and the operating hours of the aquarium, I would probably miss the opportunity to come down there for a scheduled training course. Thanks so much and I look forward to learning more from the remaining AET's. Keep up the good work!” - Mark Hicks

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After reading:

These are just a few of the comments we collected within the tool. I received many more verbal ones also.

So you can see that I'm pretty happy with our program. I'd like you to be also if you decide this is an approach you'd like to take. Which leads to one last major question...

Cindy - do you want to cover that?



Agenda: How do I get started?

- Purpose of the workshop
- Introduction to blended learning
- Instructionally designed case study
- Top benefits of blended learning
- **Implementation plan**

Questions?

Yes - you might be wondering how you can get started.

Let's quickly look at some ways to ensure you get a running start if you decide on this initiative.

An Implementation Checklist

- 5 Basic Steps:**
- 1. Examine scope**
 - 2. Assess options**
 - 3. Determine funding strategies**
 - 4. Gain approval**
 - 5. Apply iterative ID**



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- A good way to get started is with an implementation checklist.
- Here are 5 basic steps I have determined.

Examine scope

1. Examine the scope of the learning
 2. Assess blended learning models
 3. Determine funding strategies
 4. Gain approval
 5. Apply iterative ID process
- I'm going to take just a few minutes to talk a little about each step. Please refer to your Implementation Checklist handout for questions you should ask yourself.

An Implementation Checklist

1. Examine the scope of the effort:



- **Define training goals**
 - Stability and urgency
 - Uses and availability
- **Determine absolutes, musts, and maybes**
 - Low, medium, high
 - Distracting expense
- **Evaluate technical capabilities**
 - Environment and restrictions

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- We already talked a little about this earlier, but it's definitely the first step you should take toward implementation. Here are just a few of the main tasks you might want to keep in mind.
- Be sure to define the training goals. Your goals should always be centered around your audience - the learner and all others who will be involved in this initiative.
- Think in terms of stability of the content and how fast you need to develop it.
- And scope out the reach of the effort - how much will it be used and will its availability be advantageous to all.
- Think about your project from a low, medium, and high point of effort and investment.
- Define what you absolutely need and what you can live without. Many people think they need fancy bells and whistles, but they can be distracting to the learning process and become an unnecessary expense.
- Make sure you fully understand the environment for the training and any restrictions. Here again is where you need to involve IT and involve them early. If your organization has a web site, get with the web masters to scope out the effort.

An Implementation Checklist

2. Assess blended learning models that...



- Deliver assets and guidance
- Work cross-functionally
- Encourage independence
- Focus on flexible options
- Put learners in the middle

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- Once you've examined the scope of the effort, you build on that information by applying your needs to the different blended learning models from which to choose. Remember to blend slowly before mixing. Your right mix should:
- *Read the slide...*

Media Selection Guide

Media Type	Instructional value	Scalability	Development Time	Development Costs	Deployment Costs	Assessment Capable	Trackable
CBT	High	Low	3-6 weeks	Medium	High	Medium	Low
WBT	High	High	4-20 weeks	High	Low	High	High
CD-ROM	High	High	6-20 weeks	High	Medium	High	Low
Conference calls	Low	Medium	0-2 weeks	Low	Low	No	No
Webinars	Medium	Medium	3-6 weeks	Low	Medium	Low	Low
Simulations	Very high	Medium	8-20 weeks	High	Medium	High	High
Lab simulations	Very high	Low	3-6 weeks	High	High	Medium	Medium
Job aids	Low	High	0-3 weeks	Low	Low	No	No
Webpages	Low	High	1-8 weeks	Low	Low	No	No
Websites	Low	High	1-8 weeks	Low	Low	No	No
Communities	Medium	Low	2-3 weeks	High	High	Low	Low
Mentors	Medium	Low/medium	4-6 weeks	Medium	Medium	No	Low
Video	High	Medium	6-20 weeks	High	High	No	Low
EPSS	Medium	Medium	8-20 weeks	Medium	Medium	No	Medium

© Bersin & Associates

Source: *What Works in Blended Learning™* © Bersin & Associates July, 2003

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- In your handout is a chart that will help you determine the correct media for you. When selecting the right blend, keep in mind:
- Your audience, their skill level, the time they have, and their motivation.
- The time it will take to develop, roll out and complete.
- The size of the audience and the frequency of updates.
- Your budget, subject matter expert availability, and developers.
- And the shelf life of the content.

An Implementation Checklist

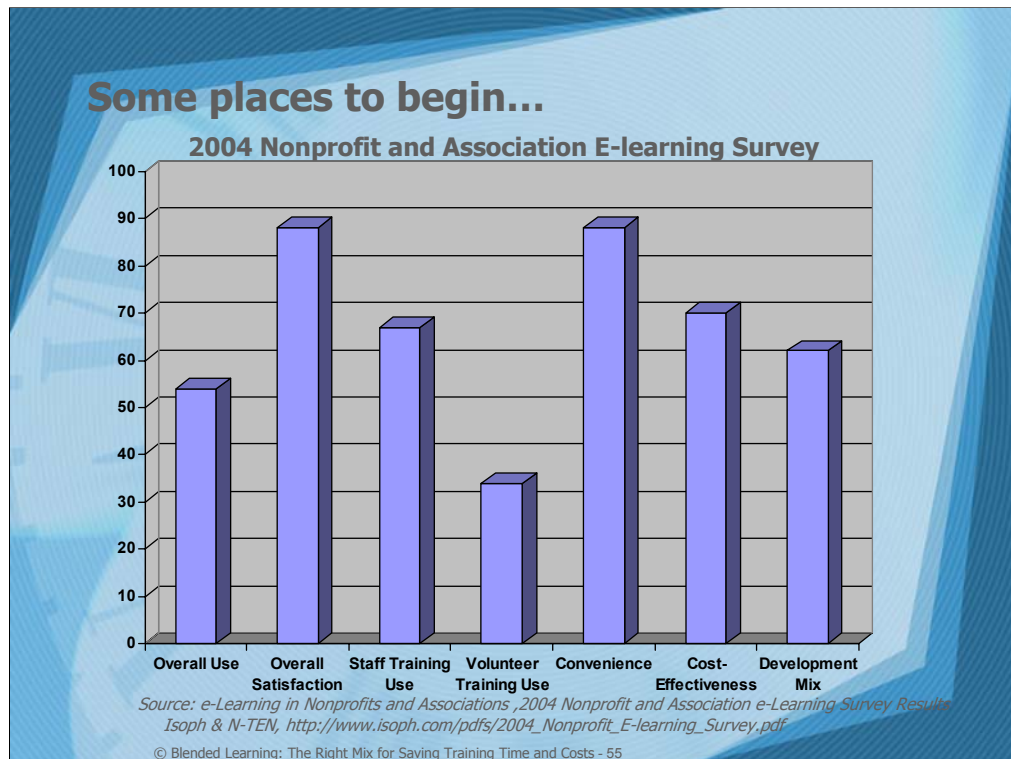
3. Determine funding strategies:



- **Prepare ROI factors**
 - Surveys and key statistics
 - Time and costs if not implemented
- **Look for grants in the right places**
 - Sponsorship
- **Budget it**
 - Initial startup
 - Maintenance

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- For some of you, the initial costs of this effort may not be a concern. However the two questions that comes up every time we give this workshop are: how much is it and how do I get the “buy-in” from decision makers for the funding.
- As far as costs, your initial investment will probably seem like a lot – technology development isn’t cheap. What you need to keep in mind is the return on investment in the long run. Again – work out those hidden costs and determine what it’s going to cost if you don’t do it. Then weigh that against the ROI with this type of learning.
- There are some wonderful surveys and statistics on the internet that will help you make a case for this type of investment.
- With nonprofits, you can look for grants and other funding sources to help you get started. For example, if your E-learning can teach people about the importance of conservation, try to get a conservation group to help sponsor the development. Techsoup, a technology source for nonprofits, is a wonderful resource for this. There is a link to their site in your checklist.
- And be sure you know where your blended learning budget will come from three years down the road and that it includes plans for maintenance and updates. But again, remember that these costs will be minimal once you achieve that ROI compared to traditional training.



- In your implementation checklist, I've identified a few excellent sites for helping you with your strategies for funding. They include answers on standard costs to develop and ROI factors.
- In addition, I have created this chart based on a very recent survey compiled by Isoph/N-TEN companies to help you quickly visualize that the satisfaction rate is very good for a fairly new concept in the world of nonprofits.
- Specifically, look at the Overall Satisfaction at 88%. 88% of respondents listed convenience for learners and 70% listed cost-effectiveness as benefits of the learning.
- I will be talking a little more about the internal vs external development percentages and those factors in a minute.
- These are just a few of the highlights. I have provided a link to the entire survey, which has much more supporting evidence. The people at Isoph also asked if I would share their link for their upcoming 2005 survey. If you decide to implement e-learning, they would like for you to participate in the survey to help others gauge the overall benefits of this type of initiative.
- I encourage you to go to all the links I have provided and use these resources to help you in your implementation efforts.

A place to end...



"An internal study conducted at Cisco shows that for every dollar spent on one specific e-learning initiative in fiscal year 2003, the company received \$16 in value."

Source: Nader Nanjiani, Marketing Programs Manager of the Internet Learning Solutions Group (ILSG)

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- And just to get a little more concrete with figures, spend a little time at the Macromedia e-Learning site link. There you can experience webinars on e-Learning including "The Financial Value of e-Learning" conducted by Nadar Nangini of Cisco. In it he states...
- *read the quote*
- Yes, the value was 16 times the expenditure!"
- To me the bottom line is – your organization is greatly benefiting from their volunteer population.
- What would it cost if you had to train PLUS pay wages and benefits to all those people who are giving your organization their time? How valuable is it to have knowledgeable volunteers interacting with your staff?
- If you do some homework, I think you will find that your organization can't afford **not** to make this wise investment in learning.

An Implementation Checklist

4. Gain approval:



- **Know and respect**
- **Focus on learners**
- **Communicate it**
- **Prototype it**
- **Keep management informed**
- **Educate your audience**

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- Once you've planned your strategies, it's time to get decision makers and participants on your side. Remember that this will likely be brand new territory with which they may be unfamiliar, so the number one rule is to know and respect where they might be.
- I can't stress enough the focus on the learners first. They are the end users who can make or break your efforts.
- Prepare your "stakeholders." Communicate the challenges of technology - that you are trying new ways and you may run into glitches, but you will be prepared for backup plans.
- I've already talked about the importance of prototyping and IT involvement but these are absolute keys to success and worth repeating again and again.
- Keep management informed of your progress to retain buy-in.
- Educate your audience prior to exposing them to E-learning. For those who are apprehensive, give them a brief tour of E-learning to show them how simple it is to use.

An Implementation Checklist

5. Apply iterative instructional design:



- **Analyze**
 - Address learning styles and goals
- **Design**
 - Keep it simple, consistent, and engaging
- **Development**
 - Build to repurpose
- **Implementation**
 - Test, test, test
- **Evaluation**
 - Encourage and reward feedback

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- And when everything is in place to move forward, don't forget to include an effective instructional design approach that feeds into a continuous circle for growth.
- When analyzing, always keep in mind your learners and the goals of the learning. Know the principles of adult learners and address those needs.
- Keep the design simple. The magic number for a course should be no more than 20-30 minutes. Ensure that the navigation is consistent and doesn't confuse the learner. And have the learner do something every few screens to keep them engaged.
- Develop everything to be repurposed - from text content to graphics.
- Test the course with different people and different segments of the target audience. Include stakeholders for buy-in.
- Recognize and reward learners for feedback provided. It is the quickest way to troubleshoot problems and to make your learning successful.

A Final Thought

Assessing internal development vs external development:



- **Determine internal expert level**
- **Don't reinvent the wheel**
 - Customize to needs
- **Make a plan for updates**
- **Know rights and re-use**
- **Plan or "just-do"**

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- Finally, I want to reiterate the importance of deciding whether you can develop this in-house or consider outsourcing.
- If you do not have experts in your staff that understand the technological and instructional requirements for this type of effort, consider using a contractor.
- If someone has already developed a template that would work for you, don't reinvent the wheel. You will be capitalizing on the results without paying for the effort it takes to build it. Think of it as building a standard 3-bedroom ranch house. You can use the basic structure and customize it to your needs.
- Once the learning is developed, it is fairly easy to make minor updates - not much more difficult than word processing using the correct tools.
- Make sure if you use a contractor that you know who owns the learning and copyright that on your site.
- With the current economy, you may need to be realistic, not idealistic. Planning is the best way to build the learning, but just doing it has worked for some. We basically just did it, but remember I am a professional designer and developer and Jenny and the NA volunteer are people of trust and vision. That worked for us.



You have been a wonderful audience and we appreciate your attentiveness and hope you have found this workshop rewarding for you.

Let's wrap this up with one last question. What main thoughts should you take away from this experience...

Our Three Main Points

To save training time and costs:

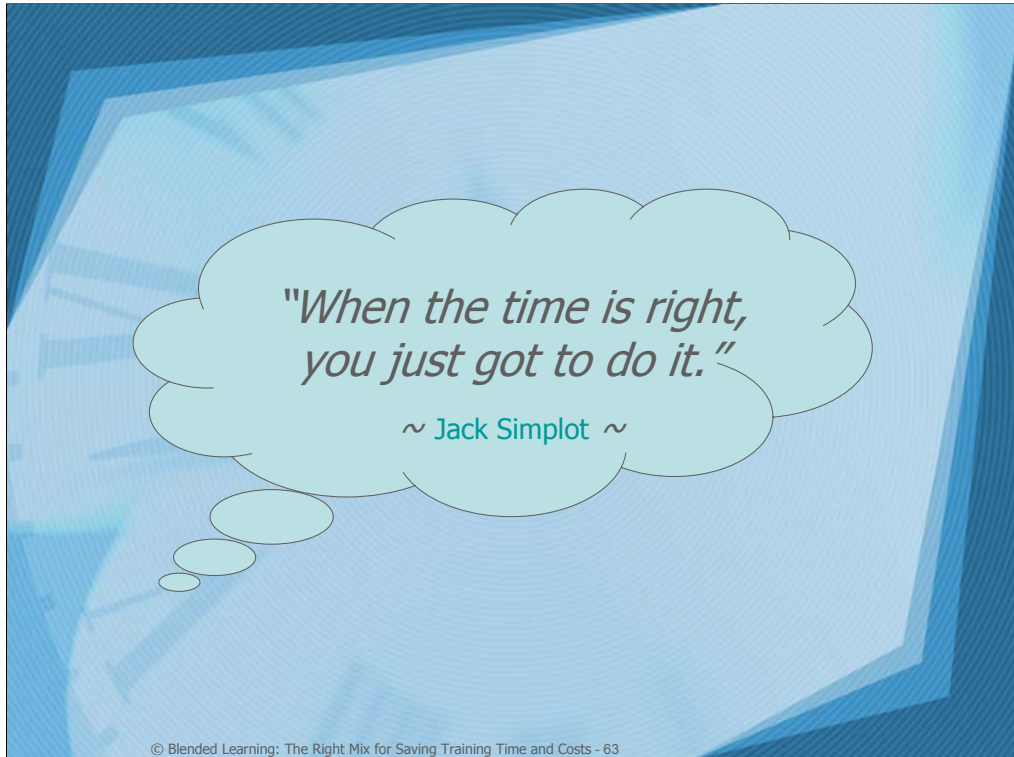


- **Design blended learning solutions that target needs**
- **Apply an iterative instructional design**
- **Manage an effective implementation plan**

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- **Here once again were our three main points:**
- **Design blended learning solutions that target your volunteer training needs**
- **Apply an iterative instructional design process to the learning solutions**
- **Manage an effective plan for implementation**





- We'd like to close with one more thought. You may have noticed that we used a time theme for the background of this presentation. We chose it because there are so many issues around time - how much we need, how little we have and how precious it is.
- And there are so many ways to look at where we are in time - one of them being here in the 21st Century where technology has become a way of life.
- I encourage you to look at what you wrote on the flip charts at the beginning of this session and decide if it is the right time for you to embrace this technology, make it work for you, make it a new member of your volunteer.
- I've been through this process with companies I work for. There was a paradigm shift that had to occur - sometimes with resistance. But I see how they have accepted technology and the internet and find it an effective tool for helping them get their jobs done in less time with less cost.
- Hopefully you will find when the time is right - you just got to do it. And after all - you've already have gotten a round tuit.

Blended e-Learning:

The Right Mix for Saving Training Time and Costs

**Special thanks to the Newport Aquarium, Kentucky
Montgomery Parks, Maryland, & 4-H Western Regional**

*"Change is created by those whose imaginations
are bigger than their circumstances."*

-- Unknown source

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A member of the park fun